



English Language Arts Advisory Panel Meeting

Date: March 14, 2018

Time: 10:00 a.m. – 5:00 p.m.

Location: Kentucky Department of Education

1st Floor, Conference Room A

300 Sower Blvd.

Frankfort, KY

Meeting Purpose:

Revise, review and develop Kentucky Academic Standards in accordance with SB1 (2017).

Meeting Called by:

Jamee Barton, KDE

Members:

Mary Keith, Emily Tubbs, Karen Cole-Smith, Ashley Andriot, Daniel Parks, Amy Hammond, Janice Almasi, Amanda Mason, Shanda Gay, Ciara Wheatley, Michelle Devine, Sarah Cary, Mark Cook, Ginni Fair, Annette Manlief, Jodi Neihaus, Daniel Super

ARCC Staff: Ashlee Walther

KDE Staff: Jamee Barton, Whitney Hamilton, Micki Ray, Chris Crouch, Lauren Gallicchio, Teresa Rogers

Time	Focus	Lead	Discussion
10:05 am	Welcome	Jamee Barton	Welcome
10:09 am	Meeting called to order	Jamee Barton	Roll Call Present: Mary Keith, Emily Tubbs, Karen Cole-Smith, Ashley Andriot, Daniel Parks, Amy Hammond, Janice Almasi, Amanda Mason, Shanda Gay, Ciara Wheatley, Michelle Devine, Sarah Cary, Mark Cook, Ginni Fair, Annette Manlief, Jodi Neihaus, Daniel Super Absent: Tammy Purcell, Aretta Terry, Holly Kelly, Lisa Wallin, Rachel Stanfield, Megan Jones, Cathy Thrasher, Jared Criswell, Kristi Hodges, William Matthew Cantrell, Amanda Arthur
10:12 am	Approval of the Agenda	Jamee Barton	Motion to approve agenda Daniel Super Second motion Karen Cole-Smith
10:13 am	RDC Update	Whitney Hamilton, Micki Ray	Review and Development Committee Update Review of the Senate B1 (2018) Review of the Kentucky Board of Education Vision Review of Norms The standards must address the what, the thinking and the knowing of what students will do. This guided the RDC work and reflection on the framework.
10:30 am	Task Team Sign Up	Ashlee Walther	Task Team Sign Up Members of the group signed up for one of the following three task teams:

			<ul style="list-style-type: none"> • Vision Team: You are responsible for consolidating feedback into a coherent vision document that accurately captures and communicates the group’s vision. (K-12 representation) • Early Literacy Team: You are responsible for refining the early literacy standards to ensure all students are set up for success in the early grades. (K-8 representation) • Disciplinary Literacy Team: You are responsible for refining and making decisions about the disciplinary literacy standards to promote and support literacy across disciplines. (6-12 representation) <p>Independently, the group deconstructed a standard and created learning targets. Once the participants moved in to their grade level groups, they participated in a turn and talk to share how they interpreted the standards differently. The groups then shared their takeaways to the whole group.</p>
10:35 am	Identifying the Why and Strengthening the Vision	Ashlee Walther	<p>Identifying the Why and Strengthening the Vision Members were asked to deconstruct a standard by writing applicable learning targets.</p> <p>Once complete, the members shared their learning targets and any similarities or differences with their table. Members then engaged in a whole group discussion to talk about trends among the deconstruction activity.</p>
11:12 am	Vision Statement Reflection	Ashlee Walther	<p>Vision Statement Reflection The members discussed the purpose of the vision statement. The vision statement serves several purposes:</p> <ul style="list-style-type: none"> • To communicate the work of the Advisory Panel to stakeholders and decision-makers • To inform all decision-making of the Advisory Panel • To communicate the Advisory Panel’s hopes for the future of ELA education in KY <p>The grade level groups address the following questions as they started revising the vision statement: The Process:</p> <ul style="list-style-type: none"> • What will success look like for this group? • What is the group hoping to achieve with the revision work? • What do you want the public to know and say about the work you accomplish here? <p>The Product:</p> <ul style="list-style-type: none"> • If this group produces the best possible standards, what would they look like? What would be included? What are some of the “non-

			<p>negotiables” that could make or break the final product?</p> <ul style="list-style-type: none"> • Who is the audience for the final document? How will you ensure it is written so your audience will understand it? • How will the revised set of standards contribute to all KY students being transition ready upon graduation?
12:00 pm	Lunch		
1:00 pm	Presentation of Architecture	Ashlee Walther, Jamee Barton, Micki Ray	<p>Presentation of Architecture</p> <p>Jamee provided an overview of the RDC’s feedback on the architecture. Items discussed included: the conventions of Standard English are at the top of the document, anchor standards presentation, color highlight components and changes in icons were discussed. The feedback from RDC was overall positive.</p> <p>Questions for the AP to answer: Where do you want the grade level overviews to be? What would the icon for the anchor standard be and where would it be located?</p> <p>Feedback was solicited from the AP on post-its and in their grade level.</p> <p>The group recapped what they would want or not want in the grade level overview.</p>
1:39 pm	Task Team Breakouts	Ashlee Walther	<p>Task Team Breakouts</p> <p>The group broke into the three groups to address their team’s task:</p> <p>Vision Team</p> <ul style="list-style-type: none"> • Your Task: You are responsible for consolidating feedback into a coherent vision document that accurately captures and communicates the group’s vision. (K-12 representation) • Product: A draft vision “statement” (will likely need to be 3-4 paragraphs). • Considerations: <ul style="list-style-type: none"> – How will you incorporate the feedback from each group? – How will you ensure you capture the essence of the group’s vision? – Does your final draft communicate the vision for the process and the final product? <p>Early Literacy Team</p> <ul style="list-style-type: none"> • Your Task: You are responsible for refining the early literacy standards to ensure all students are set up for success in the early grades. (K-5 representation)

			<ul style="list-style-type: none"> • Your Product: A revised set of early literacy standards populated in the progression document. • Considerations: <ul style="list-style-type: none"> – Do the early literacy standards support student success in order to avoid retention in 3rd grade? – Are there any gaps that need to be addressed? – Are these the strongest, best set of early literacy standards possible? – How would you describe the clarity of the early literacy standards? <p>Disciplinary Literacy Team</p> <ul style="list-style-type: none"> • Your Task: You are responsible for refining and making decisions about the disciplinary literacy standards to promote and support literacy across disciplines. (K-12 representation) • Your Product: A revised set of disciplinary literacy standards populated in a progression document. • Considerations: <ul style="list-style-type: none"> – How do these standards reflect and support the existing ELA standards? – Where should these standards “live”? – Is there a way to integrate or “call out” these standards within the ELA document (and do you even want that)?
4:00 pm	Progress Report	Ashlee Walther	<p>Progress Report: Carousel</p> <p>Each group selected a member to share their product to the other members of the group. The speaker stayed at the table for the duration of the activity while the rest of the committee rotated.</p>
4:30 pm	Taking the Pulse	Jamee Barton	<p>Taking the Pulse</p> <p>Participants answered the following questions in a Survey Monkey form:</p> <ol style="list-style-type: none"> 1) How did the participants feel about the work completed today? 2) What important question(s) remain unanswered for you? 3) What was the most important thing you or your group accomplished today? 4) What can we do tomorrow to make your experience better?
5:00 pm	Close of the Meeting	Jamee Barton	<p>Motion to approve agenda : Emily Tubbs</p> <p>Second motion: Ashley Andriot</p> <p>Unanimously approved by show of hands</p>



English Language Arts Advisory Panel Meeting

Date: March 15, 2018

Time: 8:30 a.m. – 4:00 p.m.

Location: Kentucky Department of Education

1st Floor, Conference Room A

300 Sower Blvd.

Frankfort, KY

Meeting Purpose:

Revise, review and develop Kentucky Academic Standards in accordance with SB1 (2017).

Meeting Called by:

Jamee Barton, KDE

Members:

Mary Keith, Emily Tubbs, Karen Cole-Smith, Ashley Andriot, Daniel Parks, Amy Hammond, Janice Almasi, Amanda Mason, Shanda Gay, Ciara Wheatley, Michelle Devine, Sarah Cary, Mark Cook, Ginni Fair, Annette Manlief, Jodi Neihaus, Daniel Super

ARCC Staff: Ashlee Walther

KDE Staff: Jamee Barton, Whitney Hamilton, Becca Atkins, Teresa Rogers

Time	Focus			
8:40 am	Welcome	Jamee Barton	Welcome	
8:45 am	Meeting called to order	Jamee Barton	Roll Call Present: Mary Keith, Emily Tubbs, Karen Cole-Smith, Ashley Andriot, Daniel Parks, Amy Hammond, Janice Almasi, Amanda Mason, Shanda Gay, Ciara Wheatley, Michelle Devine, Sarah Cary, Mark Cook, Ginni Fair, Annette Manlief, Jodi Neihaus, Daniel Super Absent: Tammy Purcell, Aretta Terry, Holly Kelly, Lisa Wallin, Rachel Stanfield, Megan Jones, Cathy Thrasher, Jared Criswell, Kristi Hodges, William Matthew Cantrell, Amanda Arthur	
8:46 am	Approval of the Agenda	Jamee Barton	Motion to approve agenda Amy Hammond Second motion Daniel Parks Unanimously approved by show of hands	
8:47 am	Finalizing Day One Tasks	Whitney Hamilton	Task Teams Vision Statement Team – The team edited the vision statement and reflected on goals, effects on students, acting on feedback received from other groups yesterday Disciplinary Literacy Team – incorporate text sets and thematic units into standards in an effort for them to appear more as a directive rather than a suggestion, adding Literacy Practices Early Literacy Team – reviewing work from 3/14/18 with Janice Almasi, adding explicit comprehension expectations into standards	
10:05 am	Anchor Standards	Ashlee Walther	Concerns with the word <i>anchor</i> mirror the concerns the group had about including examples. Standards labeled as	

			<p>“anchor” indicate that it is the main standard and then all of the other text in the document is potentially disregarded.</p> <p>Task: Brainstorm alternative labels and/or configurations for these standards.</p> <p><u>Current anchor:</u> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><u>Example 1.</u> Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><u>Example 2.</u> By the end of 12th grade, students will be able to analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Teams considered <i>guiding principles</i> or <i>guiding standards</i> and preferred Example 2.</p>
10:17 am	Task Teams Share Conversation with Whole Group	Ashlee Walther	<p>Early Literacy Team Gaps were found in <i>vocabulary</i> and <i>comprehension</i>. Janice Almasi provided research to support the negative impact this could have on student achievement. There was a focus on 21st century learning.</p> <p>Disciplinary Literacy Team Practices that aren’t as easily measurable could be adopted as a literacy practices or habits. The team proposed we adopt <i>literacy practices</i> (similar to math language) and shared ten practices they identified. These could be incorporated throughout the standards and not necessarily tied to a specific standard. A description of what practices <i>may</i> look like in a classroom will be provided.</p>
10:40 am	Progression Work	Ashlee Walther	<p>Mixed grade level teams for each progression</p> <p>Disciplinary Writing Daniel Parks, Michelle Devine, Annette Manlief, Ginni Fair, Ciara Wheatley</p> <p>Language & Writing Shanda Gay, Mary Cook, Daniel Super, Karen Smith, Amy Hammond, Sarah Cary</p> <p>Literary & Informational Janice Almasi, Ashley Andriot, Amanda Mason, Emily Tubbs, Mary Keith</p> <p>Task:</p> <ul style="list-style-type: none"> • Review standard by standard as a group • Review the feedback from RDC (and add accepted standards in the progression document)
11:30 am	Lunch		
12:15 pm	Team Work continued	Ashley Walther	Groups from the am continued working on the ELA progressions

2:00 pm	Task Teams reconvened	Ashley Walther	The task teams, Disciplinary Literacy, Early Literacy and the Vision Team reconvened to continue work from the am
3:00 pm	Team Work Continued	Ashley Walther	As task teams finished, the groups continued to populate the progressions with the RDC changes and suggestions
4:00 pm	Close of the Meeting	Jamee Barton	Motion to approve agenda: Daniel Parks Second motion : Daniel Super Motion was unanimously approved by show of hands